DOCUMENT RESUME

ED 253 945 EA 017 524

AUTHOR Kilgore, Alvah M.; And Others
TITLE Developing and Implementing a Comprehensive Teacher Assessment System.
PUB DATE Mar 85
NOTE 79p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 22-26, 1985).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Evaluators; Personnel Policy; Policy Formation; *Program Development; Research Utilization; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS Valley Public Schools NE

ABSTRACT

This paper shares the outcomes of a developmental process designed to create a comprehensive teacher assessment program within a local school district. The paper includes a rationale that helps to explain the need for developing teacher evaluation systems different from most current models, the processes used to create the assessment program, and the assessment document that resulted from the process. The assessment document includes an actual school district's statement of beliefs about teaching, revised school board policies pertaining to teacher evaluation, a list of minimum teacher performance expectations, procedures for assessing teacher performance, instruments used to assess teacher behavior, instruments used to assess teacher relationships, and a professional development plan. (Author/TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253945

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alvah M. Kilgore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DEVELOPING AND IMPLEMENTING A COMPREHENSIVE TEACHER ASSESSMENT SYSTEM

Alvah M. Kilgore
Associate Professor
Administration, Curriculum & Instruction
University of Nebraska-Lincoln

Mary Caffey
Secondary Teacher
Valley Public Schools
Valley, Nebraska

Gerri Nordell
Elementary Teacher
Valley Public Schools
Valley, Nebraska

A Paper Presented At The National Conference Of The Association For Supervision and Curriculum Development

Chicago, Ill., March 22-26, 1985

EA 017 524

The purpose of this paper is to share the outcomes of a developmental process designed to create a comprehensive teacher assessment program within a local school district. The process was taken, in part, from the book Successful Teacher Evaluation (McGreal, 1983). The paper includes a rationale that helps to explain the need for developing teacher evaluation systems that are different than most current models, the processes used to create the assessment program, and the assessment document that resulted from the process. The assessment document includes an actual school districts statement of beliefs about teaching, revised school board policies pertaining to teacher evaluation, a list of minimum teacher performance expectations, procedures for assessing teacher performance, instruments used to assess teacher behavior, instruments used to assess teacher relationships, and a professional development plan.

Rationale

Recent calls for teacher accountability as well as merit pay discussions have re-stimulated educational personnel to look at teacher assessment practices. What has been found has been meager. Teacher evaluation has long been a poor relation in terms of the time spent by administrators, in the skills and training provided to administrators, and in the use of information collected from the assessment process. The traditional evaluation model generally consists of a district policy which states that teachers will be evaluated and how many times this activity is to

occur. This policy is generally in compliance with state guidelines. Most school districts use a simple "principal-observe-the-teacher" once or twice a year procedure with a single instrument of the rating scale variety as the measurement tool. The process generally includes a pre-observation conference with the teacher, a one period observation, followed by a post conference. Non-tenured teachers are observed more often than tenured teachers. Some tenured teachers are rarely observed, and a few report that they have never been evaluated.

Overtly, teachers go through the motions of conferencing, being observed, signing off on the appropriate forms and provide general acceptance of the process. Covertly, however, most teachers view the process as a waste of time and the information gained of little use. Boards of Education, on the other hand, are now calling for more accountability from their professional staffs. Board members no longer accept administrative reports which indicate that almost all of the teachers in the district are performing at above average levels, or that all are equally competent. Nor are board members cognizant of the complex tasks required of modern teachers or the inadequacy of current evaluation systems. More rigorous schemes of personnel assessment are being asked for, however, and this call is becoming increasingly stronger.

Effective teaching research has provided a rich data source for identifying and measuring effective teacher behavior. Effective schools research has provided a base for school and classroom environmental and relationship data collection. Ninety two percent of practicing principals must operate as the primary "evaluator" of his or her teachers, and the evaluation process includes making recommendations for improving instruction as well as recommending teachers for tenure or release.

Inherent in both the McGreal book and in the basic belief structure of this author, are some basic assumptions concerning teachers, teaching and research that serve to underpin the development of a comprehensive teacher assessment program.

1. Research findings on teaching and effective schooling can be used to help develop comprehensive evaluation programs.
2. Principals can learn to become effective formative as well as summative evaluators and can develop appropriate improvement of instruction and hire-fire practices.
3. Teachers should be involved in developing policies and practices that directly involve them and the work that they do.
4. Committees formed for developing policies and practices for teacher assessment must include board members, administrators and teachers. An outside consultant (facilitator/expert) should be employed.

5. Teaching is a complex act and greater than the results of a single classroom observation and conference per year. A teacher must be viewed within the broad spectrum in which he or she works, as an employee, as a co-worker, as a school representative to the community, as a professional decision maker, and as a leader.
6. All participants have a desire to develop an assessment system that will provide a fair and data based profile for individual teachers within the organization as well allowing for district teaching behavior norms to be developed.

The Developmental Process

This consultant was contacted by a local school district and asked to assess a recently developed teacher evaluation program. Teachers were involved in reviewing and updating the former process and had made some suggestions for improvement. The documents were found to be traditional in nature, that is, a checklist for administrators to use when observing classroom instruction and a process for individual teacher professional growth agreements. The consultants report found the document lacking in several respects, e.g., a lack of a research base for identifying teacher behaviors, heavy judgment on the part of the administrators with no data base from which to work, a one dimensional view of the teacher, and a general lack of a wide data base for assessing the work of a professional. The administration

arranged a meeting between the teachers, administrators and the consultant to discuss what might be included in a comprehensive teacher evaluation plan. The teachers were somewhat upset with the consultant as his report had criticized their work of the past year. At the same time, there appeared to be an innate curiosity on the part of the teachers. There were interested in developing a more effective program, but past experience may have given them reason for approaching the process cautiously. The consultant had to take a position that provided information concerning what could be involved in a teacher assessment program, while attempting to build on the previous document. Ultimately the teachers agreed to continue to work as a committee and to expand the committee to include administrators ad board members. The final committee consisted of four administrators including the superintendent, one Board of Education member, the six original teachers selected by the faculty, and four teachers who wanted to participate ex-officio. Each member was provided with the McGreal book as a resource guide.

The committee met weekly throughout the school year, approximately two hours per meeting. Two meetings were longer (1/2 day) as critical issues were being discussed. Released time was provided to the teacher participants. The consultant met with the group regularly.

The decision making tasks that were necessary in the development of the program included the following:

1. A belief statement about teaching
2. The development of generic minimum teacher performance expectations
3. Procedures for assessing teacher performance
4. The selection of appropriate instruments to assess performance
5. Procedures for assessing teacher relationships with others
6. The selection of appropriate instruments to assess relationships
7. A process for personal professional growth
8. An implementation and evaluation plan
9. Suggested policy changes to the board of education

The overall process included discussion, debate and ultimate concensus on each item under consideration. Time was allotted between sessions for teachers to report to and discuss issues with their peers, the board member to do the same with other board members, and to bring concerns and questions back to the group. Ultimately, each item was decided upon, either rejected, accepted or accepted with modification. Unanticipated disruptions occurred during the school year that affected both the progress and outcomes of the process. First, two teachers were released from their duties during an open board meeting over the rehiring recommendations of the administration. Secondly, teacher

negotiations occurred and items such as working conditions and board-teacher relationships became problems. A total faculty-board meeting was held to clear the air. The consultant acted as arbitrator during the joint meeting. These crises had to be weathered and the results dealt with during the teacher evaluation development process. The results of the plan are attached to this paper.

Implementation and To Date Results

The plan was implemented during the Spring of 1984 with each faculty member given a copy of the document. Faculty meetings were held with secondary and elementary teachers to discuss and clarify the document. With the start of the 1984-85 school year the plan was put into practice. The superintendent instructed the building principals to re-allocate their time, spend less time in management duties and more time with instruction. He relieved them of several administrative responsibilities, (e.g., administering the lunch program, school pictures, busing, etc.) Additional clerical help was also provided to the principals. The superintendent became more visable in the schools. The original committee has met once with the consultant to discuss implementation problems and to clarify and suggest additional operational procedures.

Although too early for a complete evaluation of the plan, some preliminary data indicate that, for the most part, the plan is functional. The process, overall, is working and the effort was

worth the results. Adjustments do need to be made. Specifically, there is a question on the part of the teachers as to the value of parental involvement. At the present time, the lack of questionnaires returned do not provide a strong data base. Another concern is with the peer evaluation process. Again, the information gained does not appear to provide the specific data that will help teachers analyze their own roles with others. Teachers do not seem to respond in a critical role, rather all give one another high ratings, which are not helpful in an improvement of instruction setting. A third area of concern centers around the use of certain classroom measurement tools. They may not be being used and scored according to original researcher intent. Finally, some aspects of the program were not able to be implemented as other district wide practices were not in place. For instance, the district did not have a "formal curriculum" from which teachers could plan their instruction. Therefore, the part of the program that assessed the teachers ability to plan toward district curriculum outcomes was missing. The district currently has curriculum development teams writing the formal curriculum, and this process will be followed by a long range staff development program that will attempt to meet instructional improvement needs as determined by the overall evaluation process.

T E A C H E R A S S E S S M E N T P R O G R A M

Valley Public Schools

Valley, Nebraska

1984

Developed by

Mary Caffey, High School Teacher
Teb Ginger, Director of Activities
John Johnston, Superintendent
Gil Kettelhut, High School Principal
Bonnie Kudron, High School Teacher
Kathy McNamara, High School Teacher
Marianne Nielsen, Elementary Teacher
Gerri Nordell, Elementary Teacher
Cynthia Protzman, Board Member
R. A. Stiefel, Elementary Principal

Under the Direction of

Dr. Al Kilgore, U. N. L.

Board of Education

James Siebken, President
Jim Stock, Vice President
Carolyn Boucher, Secretary
Merlen Finlay
Cynthia Protzman
Maxine Socha

John R. Johnston, Superintendent

Special Acknowledgment

The Evaluation Committee would like to thank and extend our deepest appreciation to Carolyn Boucher, Linda Brown, Pat Laughlin, Brad Tomek, Kay Ferguson, Dave Holman, and the entire staff and faculty for their continued support and input.

CONTENTS

Preface

Statement of our Beliefs

School Board Policy Statements

Minimum Performance Expectations

Procedures for Assessing Teacher Performance

Teacher Assessment Instruments
- Initial Conference Form
- Teacher Planning Evaluation Form
- Teaching Act Tools
  - Classroom Management
    - Definition of Terms
    - Teacher Behavior Form
    - Student Behavior Form
    - Management Technique Form
  - Time Off Task Manual
  - Teacher Interaction Chart
  - Flanders Interaction Analysis System
  - Observer Reaction Opinionnaire
  - Teacher Questioning or Telling
  - Observer Critique Chart
  - Teacher Enthusiasm Scale
  - Teacher Evaluation of Students
- Post-Observation Report
- Teacher Relationship Tools
  - Teacher Self-Assessment Scale
  - Classroom Environment Scale, Form R
  - Classroom Atmosphere Questionnaire
  - Student Perceptions of the Teacher
    - Teacher Image Profile (7-12)
    - Elementary Teacher's Student Evaluation Profile (4-6)
    - Student Perceptions (K-4)
  - Peer Perceptions
  - Parent Perceptions

Personal Profession Development Plan

Appendix
- Flow Chart, Development of Teacher Evaluation Process
- Goal Statement
- Professional Growth Policy
- Application, Personal Professional Growth Development Funds

VALLEY PUBLIC SCHOOLS
VALLEY, NEBRASKA

THE TEACHER ASSESSMENT PROGRAM

PREFACE

The Board of Education, the Administration and the Teachers of the Valley Public Schools recognize the value and worth of each teacher working with the children and youth of Valley. The impact that each teacher has on the children and youth of Valley is all important. In order to maintain the highest quality of teaching for the children in the district, and in order to keep abreast of and continually improve teaching in the Valley Schools, the Teacher Assessment Plan has been developed.

An evaluation committee comprised of teachers and administrators was formed in 1982 to review and revise the assessment procedures in the school district and recommend changes to the superintendent and school board. The committee was later expanded to include school board members, the superintendent and external resource people from the University of Nebraska at Lincoln. Throughout its work the group strove to take a multifaceted approach to improve teaching. Current research findings as well as practical field knowledge guided them throughout their efforts. The program has been designed to be an open-ended process which encourages continued growth and development.

The evaluation committee will meet again in the Spring of 1985 to review the assessment procedures and tools. At that time they may recommend modifications in the program and/or the addition of instruments. Their discussions will be based on continued research, staff recommendations, and practical experience. In three years the entire assessment program will undergo a formal re-evaluation by a committee comprised of teachers, administration, board members, and external resource personnel.

STATEMENT OF OUR BELIEFS

The act of teaching is a highly complex and arduous task requiring the integration of many specific teaching skills, the knowledge of subject matter, the ability to use information about the children being taught, and the skill of combining all of these data into a curriculum that meets the needs and goals of the school district. Teaching is both an art and a science. The teacher as an artist is manifested in how the teacher integrates the many elements of information into a unified whole and orchestrates these variables into optional learning situations for his/her students. The teacher as a scientist utilizes the results from scientific research on teaching and learning as these data become available and integrates these new practices and techniques into his/her everyday teaching.

Another basic recognition is that each teacher is an individual and as such deserves treatment as an individual in any teacher assessment program. Each grade level, each subject area, each school environment provides a set of variables unique to a teacher and his/her students. It is within this context that a teacher should be evaluated. No single evaluation tool or judgement should be the basis for making decisions about a teacher. Rather, a profile should be developed that shows a teacher as a total person and how that person fits into the structure of the Valley Schools. Data concerning a teacher, then, should be collected from a variety of sources and in a variety of contextual situations which are encountered in the work of a professional teacher.

Finally, teachers should be aware of and make use of the tools which have been developed through educational research. General behaviors that can be applied to all classrooms include keeping students on task, maintaining a high level of enthusiasm for the content as well as the processes of teaching, using variety of techniques in presenting and involving students in the learning process, using direct instructional techniques or models when teaching students

basic skills or knowledges, planning instruction processes designed to achieve the goals and objectives sought by the district and teacher, and maintaining a classroom environment that allows maximum learning to occur.

SCHOOL BOARD POLICY

In our current policy statements several references are made to supervision and evaluation of teachers. It is suggested that these statements incorporate the concepts of the Valley Teacher Assessment Program as developed by the group. Recommendations for change include the following:

GBI Professional Personnel, Evaluation (Section G, Personnel)

The administration shall be responsible for implementing the program of assessing teacher performance as prescribed by law. Each principal is responsible for developing with each teacher a plan for his/her continued professional growth. The plan is to be based upon data collected in the teacher assessment program developed jointly by school personnel and approved by the Board.

GAD Professional Development Opportunities (Section G, Personnel)

Staff members are expected to continue to improve their competencies during their tenure with the Valley Schools. The administration is responsible for implementing professional growth procedures developed by the staff and approved by the Board.

CEI Evaluation (Section C, Administration)

The Board shall evaluate the superintendent annually in accordance with duly accepted personnel practices in relation to top executives. The process shall include input from sources similar to those used in the Teacher Assessment Program. This evaluation shall be discussed with the superintendent by the Board as a whole.

CGL Evaluation of Administrative Personnel (Section C, Administration)

The superintendent shall annually evaluate the services of all administrative personnel, incorporating input from sources similar to those used in the Teacher Assessment Program. The superintendent shall discuss the evaluation privately with each administrator and shall report the evaluation results to the Board.

GBI Incorporates the concepts now included in GBG, Probation and GBH, Supervision.

MINIMUM PERFORMANCE EXPECTATIONS

An integral part of both tenured and nontenured staffs' employment in the school district is continuous appraisal by their supervisors of their ability to meet minimum performance expectations. As appropriate to the various jobs preformed by staff members, the minimum performance expectations include, but are not necessarily limited to, the following. Each teacher:

1. Meets and instructs students at designated locations and times.
2. Develops and maintains a classroom environment appropriate to the classroom activity with the resources provided by the district.
3. Prepares for assigned classes, and shows written evidence of long and short planning range preparation and implementation on request of the immediate supervisor.
4. Encourages students to maintain acceptable standards of classroom behavior.
5. Provides an effective program of instruction based on the needs and capabilities of the individuals or student groups involved. This should include, but not be limited to:
   a. Review of previously taught material, as needed.
   b. Presentation of new material.
   c. Use of a variety of teaching materials and techniques.
   d. Evaluation of student progress on a regular basis.
6. Correlates instructional objectives with the curriculum and philosophy planning adopted by the Board of Education.
7. Helps write, facilitate and monitor individual developmental plans for assigned students in the Advisory System.
8. Takes all necessary and reasonable precautions to protect students, eqiupment, materials, and facilities.
9. Maintains and produces to immediate administrator records as required by law, district policy, and administrative regulations.
10. Assists in upholding and enforcing school rules and administrative regulations.
11. Makes provision for being available to students and parents for education related purposes outside the instructional day when necessary and under reasonable terms.
12. Attends and participates in faculty, department, and district meetings.
13. Cooperates and participates with other members of the staff in planning school and curricular instructional golas, objectives, and methods.

14. Assists in the selection of books, equipment, and other instructional materials and provides appropriate input to principal in planning the budget.

15. Works to establish and maintain professional and constructive lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students.

16. Establishes and maintains cooperative professional relations with others.

17. Performs duties as assigned by the administration in accordance with district policies, practices, and contracts.

18. Develops a personal professional growth plan in cooperation with the immediate administrator and with the district's support.

19. Expects all students to perform at the maximum level of his/her ability.

20. Dresses appropriately for his/her particular assignment and in accordance with building norms.

NOTE: Minimum Performance Expectations will be monitored on a continual basis by the building administrator and appropriate action taken when necessary. Many of these expectations will be measured through the implementation of the assessment process. Data collection may be used to facilitate this process.

PROCEDURES FOR ASSESSING TEACHER PERFORMANCE

The assessment process will begin in the fall of the school year when the teacher and principal will discuss the teacher planning form and the tools which will be used throughout the year. Each teacher is to be assessed strictly as an individual taking into consideration grade level, subject area and variables which are unique to the teacher and his/her students. Evaluation tools include instruments designed to evaluate the teaching act and to measure teacher relationships. No single evaluation tool or judgment will be used as a basis for making decisions.

The initial fall conference will be followed by observation(s) and conference(s) to discuss the data collected during observation and to assist in the development of the teacher's professional growth plan. The teacher and principal will agree upon the teaching act tools which will be used and will make arrangements to collect the data from those tools and from the relationship tools. A profile will be developed showing the teacher as a total person, both as an individual and as a member of the Valley staff. The profile will serve as the basis for the development of the teacher's personal professional growth plan.

Other details of the process:

1. A description of available tools will be provided to all teachers.
2. New instruments or tools may be added to the basic list as they are either adapted or chosen for inclusion.
3. A post-observation conference will be held within three days after each observation. Data collected will be shared and discussed by the principal and teacher. A post-conference report will be kept with the teacher's profile.
4. Each teacher will be observed in classroom activities for a minimum of 120 minutes per year. It is anticipated that the minimum observation time will be exceeded in most cases, generally depending upon what is negotiated between the teacher and administrator during the pre-conference or by contextual needs (e.g., a first year teacher).
5. Administrator/observers will be trained in the efficient and effective use of all instruments chosen to be a part of the Valley Teacher Assessment System.
6. The administration will provide the necessary time and support system for administrators and teachers in order to carry out the planned Teacher Assessment System in the Valley Schools.

TEACHER ASSESSMENT INSTRUMENTS

I. Initial Conference Form

Designed to guide goals discussion, tool selection and observation planning.

II. Teacher Planning Evaluation Form

Designed to analyze unit teaching plans at initial conference.

III. Teaching Act

A. Classroom Management

Definition of Terms

Teacher Behavior Form
Designed to record general classroom situation.
Student Behavior Form
Designed to record student behavior during class period.
Management Technique Form
Designed to record student and teacher on-task/off-task behaviors.

B. Time Off Task Manual
Designed to record students' attending behavior or non-productive use of time.

C. Teacher Interaction Chart
Designed to help teachers see to whom they are speaking and the nature of the interaction.

D. Flanders Interaction Analysis System
Designed to determine the direct and indirect influence of the teacher in the classroom.

E. Observer Reaction Opinionnaire
Designed to record observations during oral presentation.

F. Teacher Questioning or Telling
Designed to record teacher/student action and interaction during a classroom discussion.

G. Observer Critique Chart
Designed to record observations during oral presentation.

H. Teacher Enthusiasm Scale
Designed to evaluate the level of enthusiasm over a period of time.

I. Teacher Evaluation of Students
Designed to evaluate teacher evaluation of students.

IV. Post-Observation Report
Designed to record data collected during observations and aid in making recommendations.

V. Teacher Relationships

A. Teacher Self-Assessment Scale
Designed to help a teacher evaluate his/her behaviors.

B. Classroom Environment Scale - Form R
Designed for junior and senior high school students to evaluate the classroom social climate.

C. Classroom Atmosphere Questionnaire
Designed for students in grades 4-9 to evaluate the classroom environment.

D. Student Perceptions of the Teacher
Designed to clarify students' opinions of teachers.
1. Teacher Image Profile (7-12).
2. Elementary Teacher's Student Evaluation Profile (4-6).
3. Student Perceptions (K-4).

E. Peer Perceptions
Designed to provide a teacher with information that may enhance his/her role at Valley.

F. Parent Perceptions
Designed to provide teacher with parental input.

NOTE: Teachers must use the various types of Relationship Instruments. Classroom Environment/Atmosphere Scales and Student Perception Instruments will provide data for the individual teacher and need not be shared with the administrator. Teaching Act tools will be selected through mutual agreement between the principal and the teacher.

BEST COPY AVAILABLE

VALLEY PUBLIC SCHOOLS
VALLEY, NEBRASKA

TEACHER-PRINCIPAL INITIAL CONFERENCE FORM

TEACHER: _____ DATE: _____

1. Please list your professional goals for this school year. They may include curriculum development, improvement or instruction, classroom management, advisor-advisee processes, student relationships, activity programs, coaching, etc.

2. Review and complete the Teacher Planning Evaluation Form.

3. Select and schedule Teaching Act tools to be used.

   Instrument _____ Date _____

   Instrument _____ Date _____

   Instrument _____ Date _____

4. Schedule the administration of Relationship Tools.

   Instrument _____ Date _____

   Instrument _____ Date _____

   Instrument _____ Date _____

5. Schedule first observation.

   Date _____ Time _____

6. Schedule post-observation conference. It should be scheduled within 3 days following observations.

   Date _____ Time _____

BEST COPY AVAILABLE

TEACHER PLANNING EVALUATION FORM

This form is designed to analyze unit teaching plans.

Teacher_____ Unit Title_____ Grade Level/Subject_____

Each planning sequence should include the following components:

Component	Included YES	NO
1. Unit title, grade level, subject area and content.	____	____
2. The objectives/outcomes expected of students upon unit completion.	____	____
3. The objectives are related to district curriculum goals.	____	____
4. A rationale stating specific reasons for the unit is included.	____	____
5. An activity sequence is designed to meet the objectives.	____	____
6. Student evaluation activities are included.	____	____
7. Appropriate teaching artifacts are available.	____	____

****

Objectives

1. Are the outcome objectives clearly stated? Do the objectives state what the student is to do upon completion of the unit?	____	____
2. Are several types of objectives included? (*Starred objectives types are to be included in each plan).	____	____
Cognitive*	____	____
Affective*	____	____
Thinking	____	____
Attitudinal	____	____
Skill	____	____
3. Are the objectives appropriate for the intended learners?	____	____
4. Are the objectives measurable?	____	____

Comments:

TEACHER PLANNING EVALUATION FORM

The Activity Sequence	Included YES	NO
1. Are the teaching behaviors/models consistent with an appropriate for the activity purpose?	____	____
2. Does each activity help to achieve one or more objective?	____	____
3. Are a vareity of teaching behaviors/models utilized with the sequence of activities?	____	____
4. Are some of the activities designed to partially or fully measure the intended pupil outcomes or progress toward the outcomes? (List them:_____)	____	____
5. Does each objective have an appropriate number of activities in order for the students to achieve the stated outcome?	____	____

****

Comments on Teacher Planning:

****

Signatures

_____ ADMINISTRATOR

_____ TEACHER

Approval Date_____

CLASSROOM MANAGEMENT

Observation Form

Definition of Terms

1. Planning: The extent to which the teachers' plans indicate social and classroom behaviors as desired outcomes as well as knowledge and thinking objectives. Plans should also indicate the teachers primary and secondary teaching behaviors for each activity and how the pupils will be informed of the nature and objectives of the activity.

2. Physical Arrangement: Placement of furniture, equipment, and materials in relation to pupil needs and the nature of the lesson and/or activities.

3. Support for Routine: Teacher has either given or involved pupils in the rules of orderly conduct of individuals and groups in each lesson or activity as appropriate and students follow them quietly and orderly.

4. Awareness: Teacher knowledge of what is occurring in all areas of the classroom during any given lesson or activity. Especially true when teacher is working with one group (e.g., reading) and other students are involved in different activities.

5. Planned Ignoring: Teacher knowledge of individual, small group, and total class pupil reactions and chooses not to intervene.

6. Proximity Control: The extent to which the movement of the teacher helps or hinders classroom control. Note that a written comment will be required with this behavior.

7. Giving Directions Transition: The extent to which directions are briefly and clearly stated prior to, during and after a given lesson or activity and pupils can then follow and move smoothly from one activity to another.

8. Reinforcement: Teacher behaviors that follow the rules of reinforcement practices.

9. Interest Boosting: The degree to which the teacher shows a caring about the responses and work of the pupils and the ability to convey this caring to the pupils. The degree to which the teacher is available to each individual student during given lessons and/or activities.

10. Signal Interference: The degree to which the teacher uses non-verbal techniques to control pupil behavior.

11. Use of Humor: The teacher uses humor appropriately to decrease tension between individuals or with the entire class.

12. Object Removal: The teacher removes toys or other objects that distract from learning.

13. Physical Restraint: The teacher uses physical restraint only when needed and with appropriate techniques.

TEACHER OBSERVATION INSTRUMENT

Competency Area - Classroom Management

Teacher Behavior Form

Teacher _____ Date _____

Observer _____ School _____

Class Grade Level _____ Number of Students _____

Context of the Observation: Type of lesson, time of day, content, etc. (Note: Describe the situation in enough detail so that relevant observation criteria apply to the given situation).

Section I - Teacher Behaviors

1. Planning		None		Some		Fully
A. Plan contains desired/appropriate student behaviors for the activity.		1	2	3	4	5
B. Plan states anticipated teacher behaviors (skills, models, methods) that will facilitate pupil behavior achievement.		1	2	3	4	5
C. Pupil awareness of objectives		1	2	3	4	Total 5
2. Physical Arrangement	Not at all					Fully
Appropriate for the activity.		1	2	3	4	5
3. Support for Routine						
Pupils know routines and behave accordingly.		1	2	3	4	5
4. Awareness	No Awareness					Fully Aware
A. Total Class		1	2	3	4	5
B. Sub Groups		1	2	3	4	5
C. Individuals		1	2	3	4	5
5. Planned Ignoring	Intervenes when Unnecessary					Uses Practice Appropriately
		1	2	3	4	5

6. Proximity Control	No Proximity					Good Movements
	1	2	3	4	5	

Comments:

7. Giving Directions - Transition	Unclear				Clear
	1	2	3	4	5
8. Reinforcement	None				Always
A. Observes a problem	1	2	3	4	5
B. Praises appropriate behavior	1	2	3	4	5
C. Reinforces each time needed	1	2	3	4	5
D. Can move to intermittent reinforcement	1	2	3	4	5
E. Uses both tangible and social reinforcers	1	2	3	4	5

9. Interest Boosting	Not Practiced Though Needed				Used Effectively
	1	2	3	4	5
10. Signal Interference	None Observed				Uses Well
	1	2	3	4	5
11. Use of Humor	Inappropriate				Appropriate
	1	2	3	4	5
12. Object Removal	Inappropriate				Appropriate(NA)
	1	2	3	4	5
13. Physical Restraint	Poor				Well Done(NA)
	1	2	3	4	5

TEACHER OBSERVATION INSTRUMENT

Competency Area - Classroom Management

Student Behavior Form

Teacher _____ Date _____

Observer _____ School _____

Class/Grade Level _____ Number of Pupils _____

Context of Observation: Type of Lesson, time of day, etc.

Section II - Pupil Behaviors

1. Pupil Awareness:	None				Complete
A. Of Objectives	1	2	3	4	5
B. Of Rules	1	2	3	4	5

Notes:

2. Pupil Response:	Not at All				Completed	N/A
A. Follows Directions	1	2	3	4	5	___
B. Participates in Lesson	1	2	3	4	5	___
C. Enthusiastic	1	2	3	4	5	___
D. On Task	1	2	3	4	5	___
E. Helpfulness	1	2	3	4	5	___
F. Cooperative	1	2	3	4	5	___
G. Motivated	1	2	3	4	5	___
H. Asks Questions	1	2	3	4	5	___
I. Controlled	1	2	3	4	5	___
J. Stay in Seats	1	2	3	4	5	___
K. Frustrated	1	2	3	4	5	___

Notes:

CLASSROOM MANAGEMENT TECHNIQUES FORM

Directions for Using

This device asks the observer to tally the number of times each behavior occurs for both student and teacher. The observer must also determine if the behavior that occurs is related to the lesson or activity as planned (on task) or is irrelevant to the lesson or activity.

This instrument can be used at any time during a lesson or during part of a lesson. Note that behavior categories are both verbal and non-verbal for both teacher and pupils. The analysis is done by totalling the frequency of all the behaviors, totalling frequencies of each individual behavior, and determine percentages for each. Major categories in addition to the obvious, relate to non-verbal and verbal behaviors. This instrument could then be utilized as a base for improving classroom management as it relates to the ability of the students to remain on task.

CLASSROOM MANAGEMENT TECHNIQUES

Teacher _____ Date _____

Observer _____ School _____

Class/Grade _____ Number of Students _____

Categories	Teacher		Students	
	On-Task	Off-Task	On-Task	Off-Task
Gives Directions				
Asks Questions				
Answers Questions				
Makes Statements				
Yells				
Moves Around Room				
Listens				
Follows Rules				
Gives Rules				
Accepts Answers				
Praises				
Criticizes				
Comments:				

TIME OFF-TASK MANUAL

The object of the Time Off-Task observation instrument is to record a sample of all students' attending behavior or non-productive use of time during a scheduled period. The following behaviors are considered Off-Task and On-Task:

Off-Task Behaviors

Chatting/Socializing

Staring but not watching or listening actively

Sleeping

Watching others socializing and not involved in an acedemic task

Doodling or drawing when should be doing an academic task

Waiting for activity to start

On-Task Behaviors

Reading "sanctioned" material

Playing academic games

Listening to directions

Listening to academic content or interactions

Watching demonstrations -- related to academic work

Writing -- related to academic work

Reporting, answering or reading aloud

Performing an academically-related task, e.g., an experiement or project

Activities

It is also of interest to know what was the expected activity when students were off-task. Where they supposed to be doing seat work (silent reading or written work); listening to the teacher making assignments or organizing (getting papers and books out); listening to the teacher's instructions or explanation; reading aloud; taking part in a question/answer period (children writing math problems on the board is included); or waiting in line or for materials.

Seat Work	= S
Organizing	= P
Instruction	= I
Reading Oral	= R
Question/Answer	= Q (includes working at chalkboard)
Waiting	= W

Procedures (code every five minutes)

The observer will need a seating chart with all of the student's names on it. The boxes need to be large enough so that several entries can be made. In the lower grades where students move in and out of groups, it will be necessary to place large name tags on the children if you don't know the children. (Names on two tag board with yarn going over the shoulders works well).

Enter the teacher's name, date and time on the form. Immediately after the period starts, make a scan or a visual sweep of the room -- going clockwise from the door you entered. Any student who is off-task will be shown with one of the following symbols:

S = socializing
U = all other non-interactive off-task behaviors

Now make a slash mark and under the slash mark show what the student was supposed to be doing: seat work, organizing, etc., as listed under activities. Make the marks small enough so that several entries can be made.

Watch the clock and make visual sweeps of the classroom every five minutes until the period ends. Count the total number of sweeps you made and enter that on the form.

On Figure 1, we find that Jose was uninvolved four out of ten sweeps. This occurred during instruction, seat work and recitation period. What might be Jose's problem? Bill was uninvolved during instruction and seat work. Ursula and Sharon were socializing during organization time and seat work. In each case, the teacher can make a judgement about what to do to help each child use their time effectively.

A summary of the percent of students off-task can be found by using the following formula:

$$\frac{\text{the sum of the number of students off-task for each observation}}{\text{the number of students} \quad x \quad \text{the number of sweeps}}$$

For example:

In a classroom of thirty students, 10 observations were made. In the first observation, 2 students were observed to be off-task; in the second observation, 4 students were off-task; third = 3 students; fourth = 5; fifth = 3; sixth = 1; seventh = 2; eighth = 4; ninth = 7; and the tenth time, 6 students were off-task.

Using these figures, we obtain the following equation:

$$\frac{2 + 4 + 3 + 5 + 3 + 1 + 2 + 4 + 7 + 6}{30 \times 10} = \frac{37}{300} = 12.3$$

Thus, we have found that 12.3% of the students were off-task during this period.

BEST COPY AVAILABLE

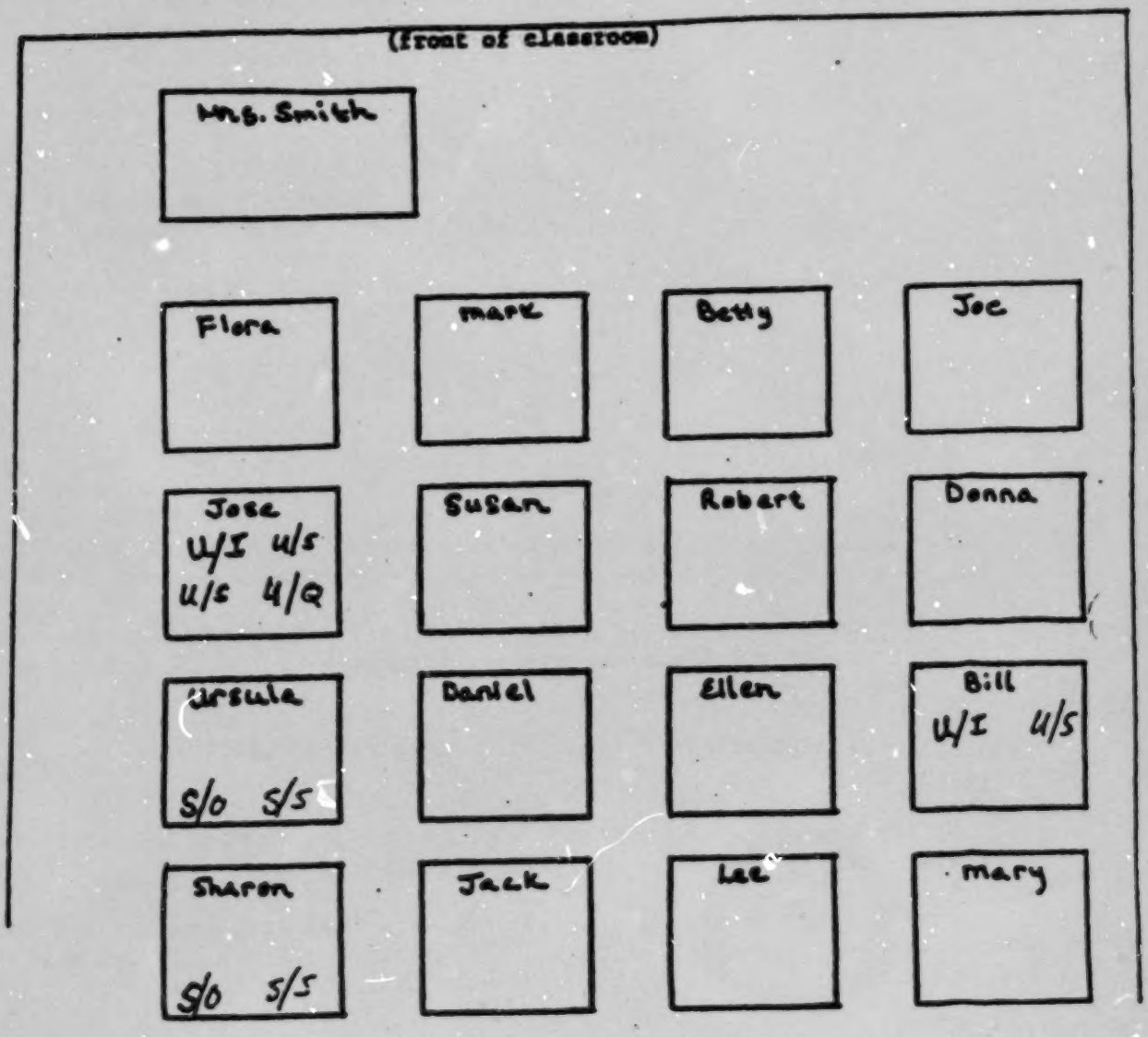
STUDENTS OFF-TASK SEATING CHART

Teacher Name: Jane Doe

Time: 9:00

Date: 9-10-82

Number of Sweeps: 10



Students Off-Task Codes

S = Socializing
U = Uninvolved

- staring
- sleeping
- watching others
- doodling
- waiting

Activity Codes (what they shou be going)

S = Seatwork
O = Organizing
I = Instruction
R = Oral Reading
Q = Question Answer (includ cl board ori
W = waiting

BEST COPY AVAILABLE

TEACHER INTERACTION CHART

This data is to be collected throughout the selected class period.

A simple way to collect information on the teacher's interaction patterns is to record on a seating chart each time the teacher speaks to an individual student. The coding can be as follows:

? = Teacher asks a student a direct question: "Johnny, what is the spelling of the word 'voyage'?"

@ = Teacher asks student an open-ended, thought-provoking question: "Ursula, what do you think will happen next in this story?"

/ = Teacher checks for understanding: "Tell us in your words, Maria, what photo-synthesis means."

✓ = Teacher makes a comment or response: "Flora, your hair looks nice today."

+ = Teacher praises or supports a response: "Very good, Jose, 'forty-two' is the correct answer."

C = Teacher corrects a students response: "No, Barbara, that is wrong."; or "The correct answer should have been 'Mark Twain'."

G = Teacher corrects and guides a response: "Janice, try spelling the word one letter at a time, according to how it sounds, and see if you can figure it out."

- = Teacher reprimands behavior: "Martin, be quiet!"

On the next page, we see an example where the teacher has asked Sue a direct question and has given Bill a reprimand.

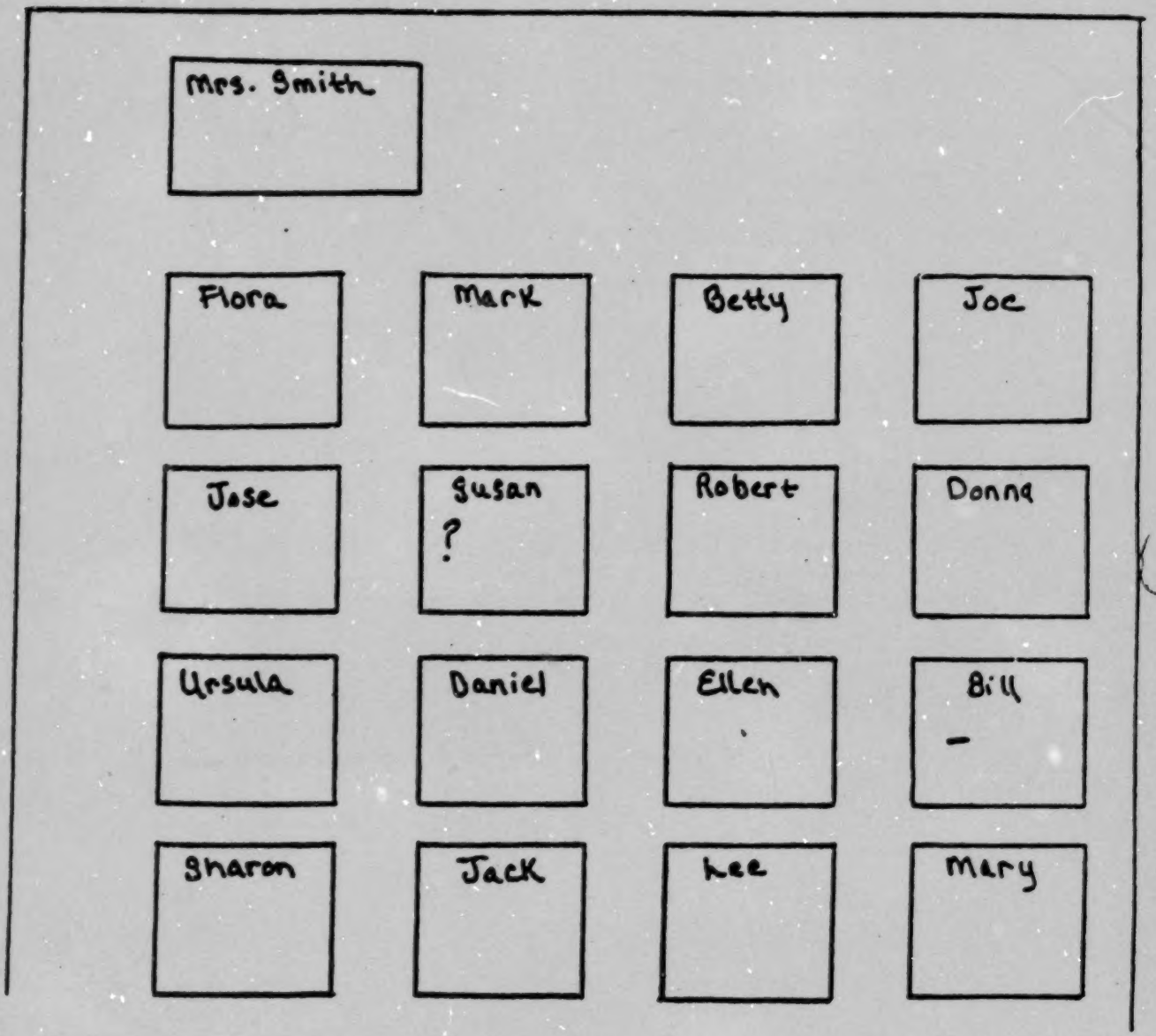
These data can help teachers see to whom they are speaking and the nature of the interaction. It will also provide a frequency count of the questions asked, praise given, reprimands, and so forth.

NOTE: If the classroom seating takes a different form than the seating chart; for example, tables are arranged in a horseshoe formation instead of rows of desks; then the seating chart should be redrawn to conform to the actual classroom arrangement. The important thing is to get each student's name in the right place on the seating chart.

BEST COPY AVAILABLE

TEACHER'S INTERACTIONS WITH STUDENTS
SEATING CHART

DATE: _____ SCHOOL: _____



INSTRUCTIONS:

1. Fill in student's names in appropriate seats. Fill in the date.
2. Each time the teacher speaks to an individual student, record the appropriate code in the student's box.

CODES:

? = Asks a direct question	+ = Praises or supports a response
Ⓠ = Asks an open-ended question	C = Corrects a response
I = Checks for understanding	G = Corrects and guides a response
✓ = Makes a comment or response	- = Reprimands behavior

FLANDERS INTERACTION ANALYSIS SYSTEM

Used by a classroom observer or a teacher viewing a video- or audio-tape of themselves. Record a behavior every 3 seconds. Ten categories of observation.

Teacher Categories--(Indirect Influence)

1. Accepts students' feelings
2. Praises or encourages students
3. Accepts or uses student's ideas
4. Asks questions

Teacher Categories--(Direct Influence)

5. Lectures
6. Gives directions
7. Criticizes or justifies authority

Student Categories

8. Student talk--responding to the teacher
9. Student talk--initiating questions or statements

Other

10. Silence or confusion

Purpose: to determine the influence of teachers in the classroom (Direct-Indirect).

FLANDERS INTERACTION MATRIX

		1	2	3	4	5	6	7	8	9	10	TOTAL
Accepts Feelings	1											
Praises	2											
Accepts Ideas	3											
Asks Questions	4											
Lectures	5											
Gives Directions	6											
Criticizes	7											
Responds	8											
Initiates	9											
Silence	10											
	TOTAL											

BEST COPY AVAILABLE

Oral Presentation

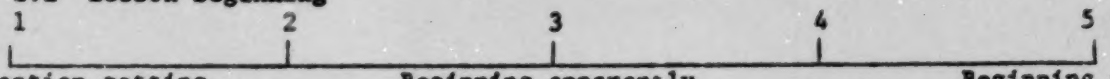
Observation Form IV

Observer Reaction Opinionnaire

Directions: Place a check (✓) on the continuum from one end of the line to the other. Use space below the line to write specific items needing improvement.

I. Presentation Delivery

1.1 Lesson Beginning

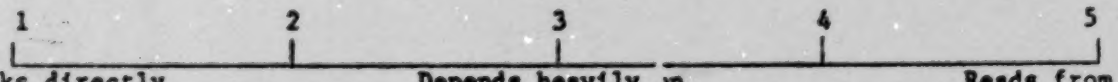


Attention getting, indicative of general content

Beginning apparently planned, but effectiveness somewhat lacking

Beginning poorly given; rambling statements; apologies

1.2 Audience Contact

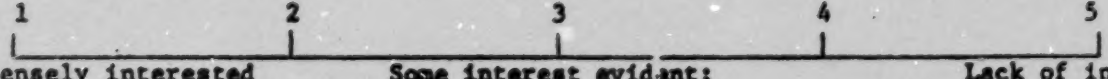


Looks directly at listeners

Depends heavily on notes, apparently does not "see" the listeners

Reads from notes or looks above heads of listeners

1.3 Enthusiasm

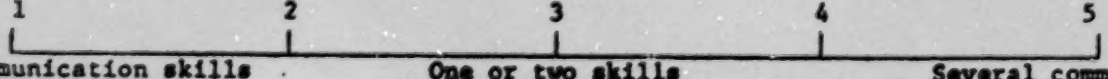


Intensely interested in topic. Stress is natural or spontaneous

Some interest evident; occasional lapses into a monotone.

Lack of interest; just another job to be done

1.4 Use of Communication Skills (voice, posture, gestures, grammar, etc.)



Communication skills above reproach

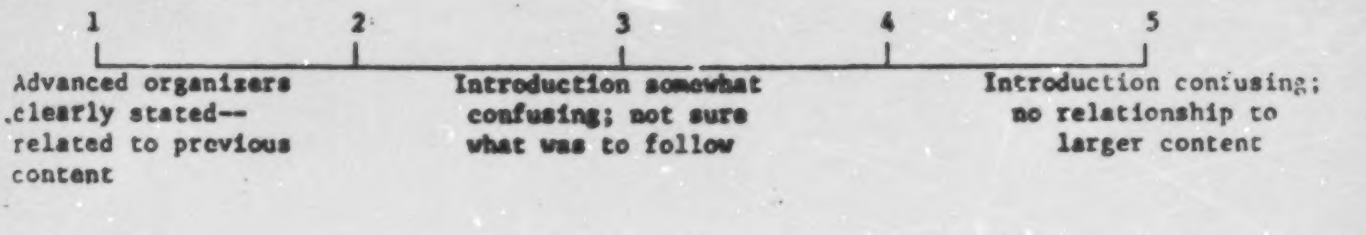
One or two skills need further improvement

Several communication skills need immediate attention

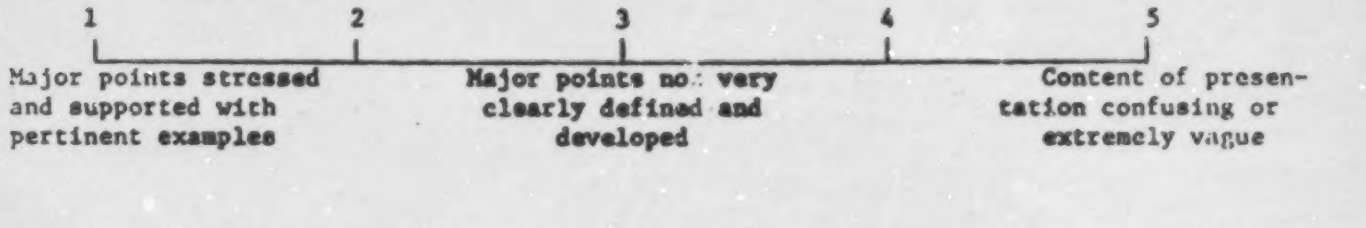
BEST COPY AVAILABLE

II. Content

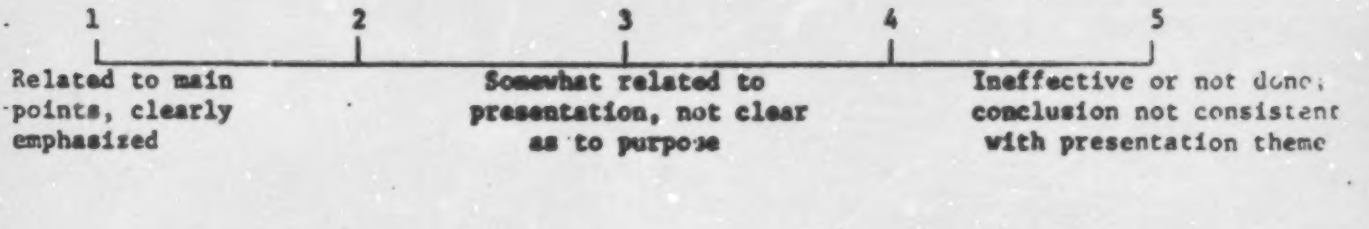
2.1 Introduction



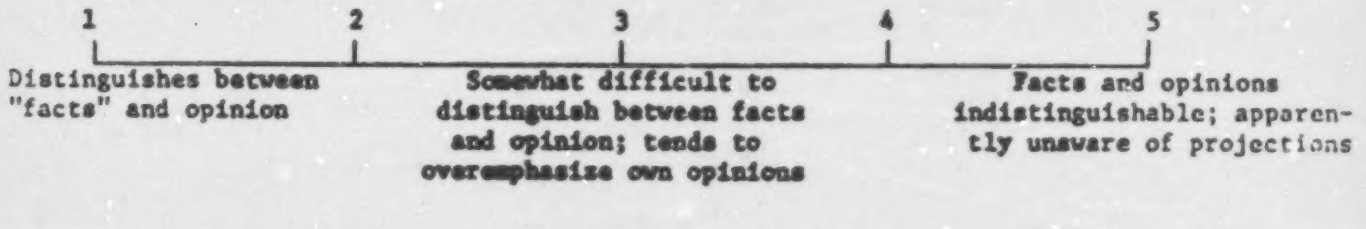
2.2 Major Points



2.3 Conclusions



2.4 Objectivity



BEST COPY AVAILABLE

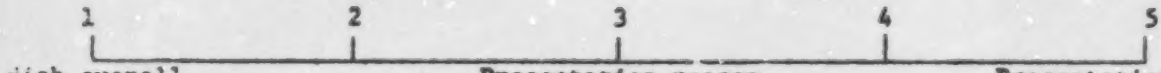
III. Student Reaction

Students attentive; take notes and/or ask questions

Some student interest; note taking and/or questions are brief

Little evidence of interest; occasional questions or notes

IV. General Effectiveness



High overall effectiveness; appropriate balance maintained

Presentation reasonably effective

Presentation generally ineffective; lacks needed "punch"

Teacher_____

Class_____

Topic_____

Observer_____

Date_____

BEST COPY AVAILABLE

CLARITY AND LECTURE

Observation Form V

Observer Critique Chart

Teacher_____ **Date**_____

Topic_____ **Observer**_____

The Delivery

1. Purpose was:	clear				vague
	1	2	3	4	5
	attained				not attained
	1	2	3	4	5
2. The talk was:	compelling				dull
	1	2	3	4	5
	vivid				commonplace
	1	2	3	4	5
	well illustrated				abstract
	1	2	3	4	5
3. Language was:	exact				inexact
	1	2	3	4	5
	original				trite
	1	2	3	4	5
	appropriate				inappropriate
	1	2	3	4	5
4. Planning evidence:	clear				confused
	1	2	3	4	5
	pupil centered				subject centered
	1	2	3	4	5
	climactic				poorly organized
	1	2	3	4	5
5. Thought content:	analytical				superficial
	1	2	3	4	5
	personal				impersonal
	1	2	3	4	5

BEST COPY AVAILABLE

6. Stylistic qualities:					
Emphasis	good 1	2	3	4	poor 5
Repetition	used well 1	2	3	4	used poorly 5
Contrast	good 1	2	3	4	poor 5
Concreteness	sufficient 1	2	3	4	insufficient 5
Factual evidence	enlivened 1	2	3	4	uninteresting 5

The Presentor

1. First impression:	favorable 1	2	3	4	unfavorable 5
2. Manner:	communicative 1	2	3	4	ineffective 5
3. Appearance:	impressive 1	2	3	4	distracting 5
4. Posture:	poised 1	2	3	4	awkward 5
5. Movement:	natural 1	2	3	4	stiff 5
	adequate 1	2	3	4	inadequate 5
	varied 1	2	3	4	monotonous 5
	well poised 1	2	3	4	distracting 5
6. Gestures:	well timed 1	2	3	4	inappropriate 5
	purposeful 1	2	3	4	meaningless 5
7. Voice:	volume good 1	2	3	4	volume improperly controlled 5

BEST COPY AVAILABLE

7. Voice (cont.):

	pleasing				unpleasant
	1	2	3	4	5
	varied				monotonous
	1	2	3	4	5
	relaxed				tense
	1	2	3	4	5
	rate ok				too fast or slow
	1	2	3	4	5

8. Personality:

	alert				dull
	1	2	3	4	5
	sincere				uninspired
	1	2	3	4	5
	enthusiastic				uncommunicative
	1	2	3	4	5
	confident				ill at ease
	1	2	3	4	5

9. Eye contact:

	good				poor
	1	2	3	4	5

10. Facial expressiveness:

	good				insufficient
	1	2	3	4	5

The Pupils

1. Pupils were:

	responsive				inattentive
	1	2	3	4	5
	unified in response				varied in response
	1	2	3	4	5
	helpful to teacher				detrimental to speaker
	1	2	3	4	5
	alert				dull
	1	2	3	4	5

Comments:

Specific Suggestions for Improvement:

BEST COPY AVAILABLE

EVALUATING TEACHER ENTHUSIASM

One can determine teacher enthusiasm by utilizing the eight enthusiasm behaviors listed on this chart. The most effective method would be to video tape a teacher and have several persons, separately rate the tape. Do not rely too heavily on the results of only one observation. Repeated observations will enable the observer to evaluate the level of enthusiasm over time and look for consistency. Those having low-enthusiasm behaviors can change these behaviors by practicing the behaviors suggested by the high behavior discriptions. In general a score of 8 - 20 suggests a dull or unenthusiastic level; 21 - 42 a moderate level of enthusiasm; 43 - 56 a very high level of enthusiasm.

BEHAVIOR	DEGREE OF PERFORMANCE						
	LOW			MEDIUM			HIGH
	1	2	3	4	5	6	7
1. Vocal Delivery	Monotone, minimum inflections, little variation in speech, poor articulation		Pleasant variations of pitch, volume and speed, good articulation.			Great and sudden changes from rapid, excited speech to whisper; varied tone and pitch.	
	1	2	3	4	5	6	7
2. Eyes	Looked dull or bored, seldom opened eyes wide or raised eyebrows; avoids eye contact; often maintains a blank stare.		Appeared interested; occasionally lighting up, shining and opening wide.			Characterized as dancing, snapping, shining, lighting up frequently, opening wide, eyebrows raised; maintains eye contact while avoiding staring.	
	1	2	3	4	5	6	7
3. Gestures	Seldom moved arms out toward person or object; never used sweeping movements; kept arms at side or folded, rigid.		Often pointed, occasional sweeping motion using body, head, arms, hands, and face; maintained steady pace of gesturing.			Quick and demonstrative movements of body, head, arms, hands, and face	
	1	2	3	4	5	6	7
4. Body Movement	Seldom moved from one spot, or from sitting to standing position; sometimes "paces" nervously.		Moved freely, flowly and steadily.			Large body movements, swung around, walked rapidly, changed pace; unpredictable and energetic; natural body movement.	
	1	2	3	4	5	6	7

BEST COPY AVAILABLE

BEHAVIOR	DEGREE OF PERFORMANCE LOW		MEDIUM		HIGH	
	1	2	3	4	5	6	7
5. Facial Expression	Appeared deadpan, expressionless or frowned; little smiling; lips closed.		Agreeable; smiled frequently, looked pleased, happy or sad if situation called for.			Appeared vibrant, demonstrative; showed many expressions; broad smile; quick, sudden changes in expression.	
	1	2	3	4	5	6	7
6. Word Selection	Mostly nouns, few descriptors or adjectives; simple or trite expressions.		Some descriptors or adjectives or repetition of the same ones.			Highly descriptive, many adjectives, great variety	
	1	2	3	4	5	6	7
7. Acceptance of Ideas & Feelings	Little indication of acceptance or encouragement; may ignore students' feelings or ideas.		Accepted ideas and feelings; praised or clarified some variations in response, but frequently repeated same ones.			Quick to accept, praise encourage, or clarify; many variations in response; vigorous nodding of head when agreeing.	
	1	2	3	4	5	6	7
8. Overall Energy Level	Lethargic; appears inactive, dull or sluggish.		Appeared energetic and demonstrative sometimes, but mostly maintained an even keel.			Exuberant, high degree of energy and vitality, highly demonstrative.	
	1	2	3	4	5	6	7

Scores

1. Vocal Delivery _____
2. Eyes _____
3. Gestures _____
4. Body Movement _____
5. Facial Expression _____
6. Word Selection _____
7. Acceptance of Ideas/Feeling _____
8. Overall Energy Level _____

total enthusiasm rating _____

[1]Enthusiasm Rating adapted from Mary L. Collins, 1976

BEST COPY AVAILABLE

As the teacher proceeds, mark in the following squares each time the teacher asks (A) or tells (T) and each time the students ask (A) or tells (T). Record in the order that each occurs. Count tallies at the end for ratios and totals.

Teacher															
Student															

Teacher															
Student															

Teacher															
Student															

Teacher															
Student															

Teacher															
Student															

Teacher															
Student															

TOTALS:

TT _____
TA _____
ST _____
SA _____

RATIOS:

TA _____ SA _____
T Talk _____ S Talk _____

BEST COPY AVAILABLE

TEACHER EVALUATION OF STUDENTS

This form is designed to evaluate teacher evaluation of students.

Teacher_____Grade Level/Subject_____

Material Evaluated_____

	Included Yes	No
1. The teacher will provide a rationale for the particular evaluation processes and products he/she is using for each of his/her classes.	____	____
2. The teacher will document how scores, grades and marks are recorded and kept.	____	____
3. The teacher will indicate how and when parents and significant others are notified of student progress, positive or negative, other than normal reporting times.	____	____
4. The teacher will show evidence of returning students work within the most appropriate/effective turn around time for papers being used in the marking process. (Next class when possible)	____	____
5. The teacher will provide a minimum of data from one class that shows how evaluation items are scored, weighted, graded, averaged and marked.	____	____
**********		
6. The teacher will demonstrate knowledge in test selection and/or test construction, use scoring, reliability and validity	____	____
A. Is the test appropriate in design for the stated objectives?	____	____
B. Is the scoring procedure clear and appropriate for the type of test questions?	____	____
C. Do the test questions accurately reflect the content being taught?	____	____
D. Does the testing situation accurately reflect the manner in which the students were taught?	____	____

Comments:

	Yes	No
7. The teacher will produce a variety of student evaluation products that match unit plans and that include a variety of test types.	____	____

____True-Falst ____Matching

____Multiple Choice ____Self-Evaluation (student)

____Essay ____Opinion Survey (student)

____Teacher Observation ____Oral Presentation (student)

Other:

8. The teacher will indicate how affective objectives are measured.	____	____

A. Affective Objective:

Measure:

B. Affective Objective:

Measure:

9. The teacher will create tests that test at various levels of Bloom's taxonomy in the cognitive domain.	____	____

____Knowledge ____Comprehension

____Application ____Analysis

____Synthesis ____Evaluation

Sample Higher Level Questions:

A.

B.

C.

D.

VALLEY PUBLIC SCHOOLS

POST-OBSERVATION REPORT

Teacher _____ Date _____

Observer _____

To the observer and/or teacher:

Looking at the data collected and recalling the teaching behaviors made during the activity, respond to the following items which are appropriate. In the space provided, indicate what went well and what might be improved.

1. Preparation for teaching the class (motivation, directions, introduction, etc.).

2. Organization of the class (grouping, seating, etc.).

3. Arrangements for visuals (chalkboard, transparencies, maps, charts, etc.).

4. Transition from one step or activity to another (smooth, overlapping, etc.).

5. Attempts to involve students in the activities.

6. General tone of the activity in the classroom and the classroom environment.

7. Looking at the data, what improvements can be made?

8. In what other ways could the activity have been presented?

9. Overall, what positive teacher behaviors should be continued in the future?

Teacher Comments:

VALLEY PUBLIC SCHOOLS

TEACHER SELF-ASSESSMENT SCALE

AS A TEACHER, I	Rarely	Seldom	Sometimes	Often	Almost Always
1. Establish a positive classroom atmosphere	1	2	3	4	5
2. Encourage parents to interact with me	1	2	3	4	5
3. Follow through with commitments to others	1	2	3	4	5
4. Express positive attitudes toward students	1	2	3	4	5
5. Use a vocabulary students find easy to understand	1	2	3	4	5
6. Make helping students to see the good in situations	1	2	3	4	5
7. Encourage students to see the good in situations	1	2	3	4	5
8. Communicate effectively with other teachers and administrators	1	2	3	4	5
9. Return assignments to students promptly	1	2	3	4	5
10. Plan very carefully for student learning activities	1	2	3	4	5
11. Help students think of themselves in positive ways	1	2	3	4	5
12. Have positive relationships with students	1	2	3	4	5
13. Provide a clear sense of direction for students	1	2	3	4	5
14. Demonstrate poise and confidence while teaching	1	2	3	4	5
15. Am open and trusting toward others	1	2	3	4	5
16. Have practical ways to help students complete their work	1	2	3	4	5
17. Believe teaching is the most important profession in which to be involved	1	2	3	4	5
18. Excite students about learning	1	2	3	4	5
19. Am caring and compassionate toward students	1	2	3	4	5
20. Am supportive and accepting of new ideas	1	2	3	4	5
21. Am highly motivated as a person	1	2	3	4	5
22. Understand and appreciate the student's world	1	2	3	4	5
23. Look for many alternative solutions or problems	1	2	3	4	5
24. Capitalize upon the interests of students	1	2	3	4	5
25. Help students care about and appreciate each other	1	2	3	4	5
26. Am accepting of the divergent views of others	1	2	3	4	5
27. Encourage students to find and develop their own unique identity	1	2	3	4	5
28. Value the worth and dignity of young people	1	2	3	4	5

TEACHER SELF-ASSESSMENT SCALE

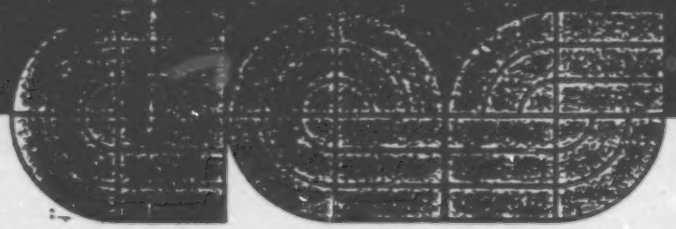
		Rarely	Seldom	Sometimes	Often	Almost Always
29.	Demonstrate a clear understanding of important subject matter	1	2	3	4	5
30.	Have many ways to work with students regardless of interest or ability	1	2	3	4	5
31.	Do what is best for the other person even when personally inconvenienced	1	2	3	4	5
32.	Maintain a strong commitment to continue to learn	1	2	3	4	5
33.	Know, appreciate and respond to the uniqueness of individual students	1	2	3	4	5
34.	Am a knowledgeable individual	1	2	3	4	5
35.	Am a creative teacher	1	2	3	4	5
36.	Remain calm even when things seem to go wrong	1	2	3	4	5
37.	Display a sense of humor	1	2	3	4	5
38.	Search for new and exciting teaching approaches	1	2	3	4	5
39.	Form definite viewpoints only after careful consideration	1	2	3	4	5
40.	Seek viewpoints from others when making difficult decisions	1	2	3	4	5
41.	Have fun working with students	1	2	3	4	5
42.	Expect all students to perform at the maximum levels of their abilities	1	2	3	4	5

A SOCIAL CLIMATE SCALE

CLASSROOM ENVIRONMENT SCALE

FORM R

EDISON J. TRICKETT & RUDOLF H. MOOS



INSTRUCTIONS

There are 90 statements in this booklet. They are statements about high school and junior high school classrooms. You are to decide which of these statements are true of your classroom and which are false.

Make all your marks on the separate answer sheet. If you think a statement is true or mostly true of your class, make an X in the box labeled T (true). If you think the statement is false, or mostly false, make an X in the box labeled F (false).

Do not make any marks on this booklet.

CONSULTING PSYCHOLOGISTS PRESS, INC.
577 College Ave., Palo Alto, California 94306

© Copyright 1974 by Consulting Psychologists Press, Palo Alto, CA 94306. All rights reserved. This test, or parts thereof, may not be reproduced in any form without permission of the publisher.

BEST COPY AVAILABLE

CLASSROOM CLIMATE

1. Students put a lot of energy into what they do here.
2. Students in this class get to know each other really well.
3. This teacher spends very little time just talking with students.
4. Almost all class time is spent on the lesson for the day.
5. Students don't feel pressured to compete here.
6. This is a well-organized class.
7. There is a clear set of rules for students to follow.
8. There are very few rules to follow.
9. New ideas are always being tried out here.
10. Students daydream a lot in this class.
11. Students in this class aren't very interested in getting to know other students.
12. The teacher takes a personal interest in students.
13. Students are expected to stick to classwork in this class.
14. Students try hard to get the best grade.
15. Students are almost always quiet in this class.
16. Rules in this class seem to change a lot.
17. If a student breaks a rule in this class, he's sure to get in trouble.
18. What students do in class is very different on different days.
19. Students are often "clock-watching" in this class.
20. A lot of friendships have been made in this class.
21. The teacher is more like a friend than an authority.
22. We often spend more time discussing outside student activities than class-related material.
23. Some students always try to see who can answer questions first.
24. Students fool around a lot in this class.
25. The teacher explains what will happen if a student breaks a rule.
26. The teacher is not very strict.
27. New and different ways of teaching are not tried very often in this class.
28. Most students in this class really pay attention to what the teacher is saying.
29. It's easy to get a group together for a project.
30. The teacher goes out of his way to help students.
31. Getting a certain amount of classwork done is very important in this class.
32. Students don't compete with with each other here.
33. This class is often in an uproar.
34. The teacher explains what the rules are.
35. Students can get in trouble with the teacher for talking when they're not supposed to.
36. The teacher likes students to try unusual projects.

37. Very few students take part in class discussions or activities.
38. Students enjoy working together on projects in this class.
39. Sometimes the teacher embarrasses students for not knowing the right answer.
40. Students don't do much work in this class.
41. A student's grade is lowered if he gets homework in late.
42. The teacher hardly ever has to tell students to get back in their seats.
43. The teacher makes a point of sticking to the rules he's made.
44. Students don't always have to stick to the rules in this class.
45. Students have very little to say about how class time is spent.
46. A lot of students "doodle" or pass notes.
47. Students enjoy helping each other with homework.
48. This teacher "talks down" to students.
49. We usually do as much as we set out to do.
50. Grades are not very important in this class.
51. The teacher often has to tell students to calm down
52. Whether or not students can get away with something depends on how the teacher is feeling that day.
53. Students get in trouble if they're not in their seats when the class is supposed to start.
54. The teacher thinks up unusual projects for students to do.

55. Students sometimes present something they've worked on to the class.
56. Students don't have much of a chance to get to know each other in this class.
57. If students want to talk about something this teacher will find time to do it.
58. If a student misses class for a couple of days, it takes some effort to catch up.
59. Students here don't care about what grades the other students are getting.
60. Assignments are usually clear so everyone knows what to do.
61. There are set ways of working on things.
62. It's easier to get in trouble here than in a lot of other classes.
63. Students are expected to follow set rules in doing their work.
64. A lot of students seem to be only half awake during this class.
65. It takes a long time to get to know everybody by his first name in this class.
66. This teacher wants to know what students themselves want to learn about.
67. This teacher often takes time out from the lesson plan to talk about other things.
68. Students have to work for a good grade in this class.
69. This class hardly ever starts on time.

70. In the first few weeks the teacher explained the rules about what students could and could not do in this class.
71. The teacher will put up with a good deal.
72. Students can choose where they sit.
73. Students sometimes do extra work on their own in the class.
74. There are groups of students who don't get along in class.
75. This teacher does not trust students.
76. This class is more a social hour than a place to learn something.
77. Sometimes the class breaks up into groups to compete with each other.
78. Activities in this class are clearly and carefully planned.
79. Students aren't always sure if something is against the rules or not.
80. The teacher will kick a student out of class if he acts up.
81. Students do the same kind of homework almost every day.
82. Students really enjoy this class.
83. Some students in this class don't like each other.
84. Students have to watch what they say in this class.
85. The teacher sticks to classwork and doesn't get sidetracked.
86. Students usually pass even if they don't do much.
87. Students don't interrupt the teacher when he's talking.
88. The teacher is consistent in dealing with students who break the rules.
89. When the teacher makes a rule, he means it.
90. In this class, students are allowed to make up their own projects.

BEST COPY AVAILABLE

BRIEF CES SUBSCALE DESCRIPTIONS

RELATIONSHIP DIMENSION

1. Involvement measures the extent of which students have attentive interest in class activities and participate in discussions. The extent to which students do additional work on their own and enjoy the class is considered.

2. Affiliation assesses the level of friendship students feel for each other, i.e., the extent to which they help each other with homework, get to know each other easily, and enjoy working together.

3. Teacher support measures the amount of help, concern, and friendship the teacher directs toward the students. The extent to which the teacher talks openly with students, trusts them, and is interested in their ideas is considered.

PERSONAL DEVELOPMENT DIMENSION

4. Task Orientation measures the extent to which it is important to complete the activities that have been planned. The emphasis the teacher places on staying on the subject matter is assessed.

5. Competition assesses the emphasis placed on students' competing with each other for grades and recognition. An assessment of the difficulty of achieving good grades is included.

SYSTEM MAINTENANCE DIMENSION

6. Order and Organization assesses the emphasis on the students behaving in an orderly and polite manner and on the overall organization of assignments and classroom activities. The degree to which students tend to remain calm and quiet is considered.

7. Rule Clarity assesses the emphasis on establishing and following a clear set of rules, and on students knowing what the consequences will be if they do not follow them. An important focus of this subscale is the extent to which the teacher is consistent in dealing with students who break rules.

8. Teacher Control measures how strict the teacher is in enforcing the rules, and the severity of the punishment for rule infractions. The number of rules and ease of students getting in trouble is considered.

SYSTEM CHANGE DIMENSION

9. Innovation measures how much students contribute to planning classroom activities, and the amount of unusual and varying activities and assignments planned by the teacher. The extent to which the teacher attempts to use new techniques and encourages creative thinking in the students is considered.

CLASSROOM ATMOSPHERE QUESTIONNAIRE

NAME _____ NUMBER _____ LOCATION _____

| | | |

Do not begin until you are told to do so by the person in charge.

USE LEAD PENCIL

WHAT IS YOUR OPINION CONCERNING THIS TEACHER'S:

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
	POOR	FAIR	AVG.	GOOD	EXC.
1. KNOWLEDGE OF SUBJECT: (Does he have a thorough knowledge and understanding of his teaching field?)					
2. CLARITY OF PRESENTATION: (Are ideas presented at a level which you can understand?)					
3. FAIRNESS: (Is he fair and impartial in his treatment of all students in the class?)					
4. CONTROL: (Is the classroom orderly but also relaxed and friendly?)					
5. ATTITUDE TOWARD STUDENTS: (Do you feel that this teacher likes you?)					
6. SUCCESS IN STIMULATING INTEREST: (Is this class interesting and challenging?)					
7. ENTHUSIASM: (Does he show interest in and enthusiasm for the subject? Does he appear to enjoy teaching this subject?)					
8. ATTITUDE TOWARD STUDENT IDEAS: (Does this teacher have respect for the things you have to say in class?)					
9. ENCOURAGEMENT OF STUDENT PARTICIPATION: (Does this teacher encourage you to raise questions and express ideas in class?)					
10. SENSE OF HUMOR: (Does he share amusing experiences and laugh at his own mistakes?)					
11. ASSIGNMENTS: (Are assignments sufficiently challenging without being unreasonably long?)					
12. APPEARANCE: (Are his grooming and dress in good taste?)					
13. OPENNESS: (Is this teacher able to see things from your point of view?)					
14. SELF-CONTROL: (Does this teacher become angry when little problems arise in the classroom?)					
15. CONSIDERATION OF OTHERS: (Is he patient, understanding, considerate, and courteous?)					
16. EFFECTIVENESS: (What is your overall evaluation of your teacher's effectiveness?)					

Prepared by Educator Feedback Center, Western Michigan University, Kalamazoo, Michigan 49008

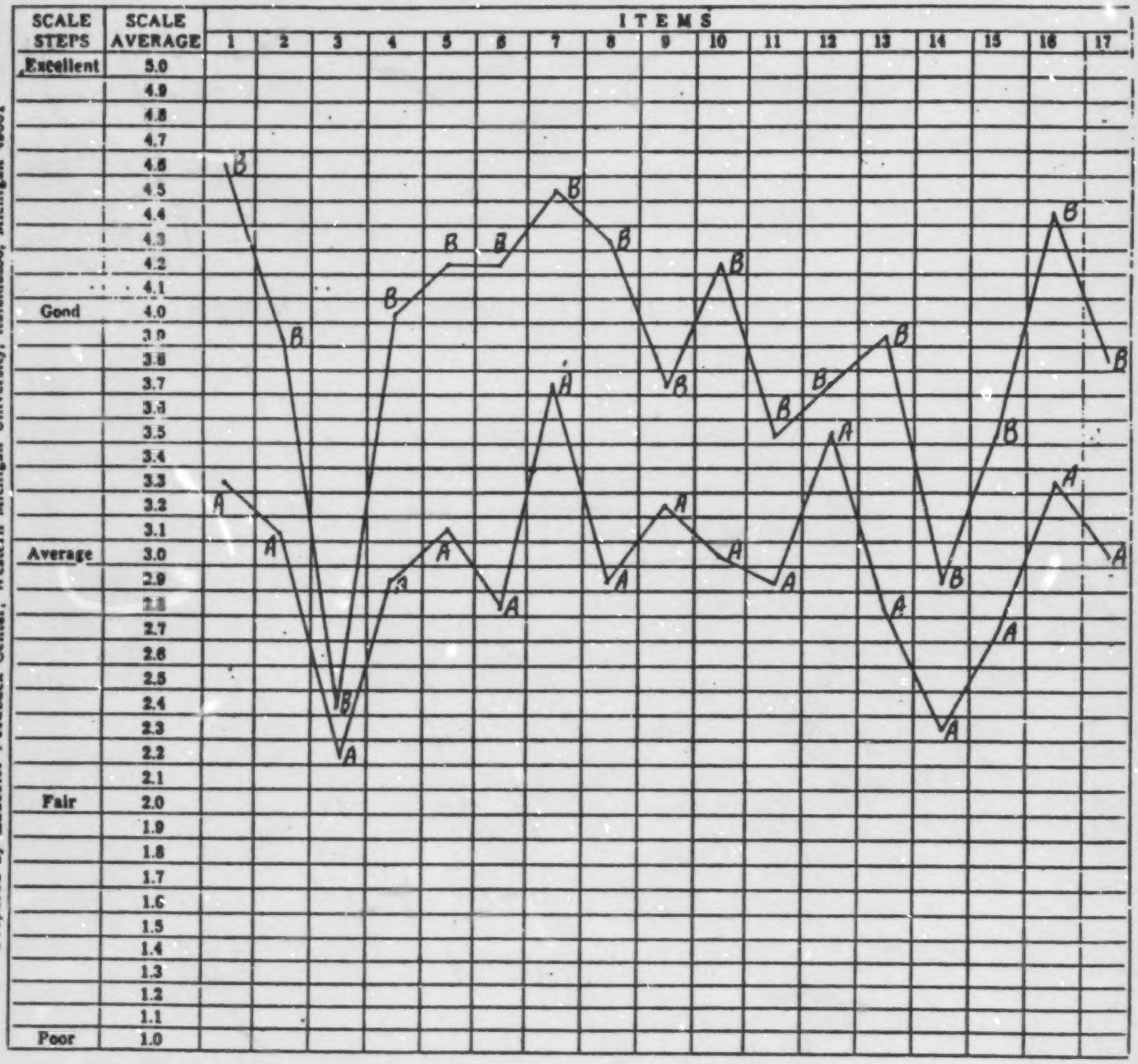
BEST COPY AVAILABLE

TEACHER IMAGE PROFILE

Teacher Teacher X No. Sample Date 56

Class A: Subject Pre Period

Class B: Subject Post Period



Prepared by Educator Feedback Center, Western Michigan University, Kalamazoo, Michigan 49001

KEY TO ITEMS

1. Knowledge
2. Clarity of presentation
3. Fairness
4. Control
5. Attitude toward students
6. Interest
7. Enthusiasm
8. Attitude toward student ideas
9. Encouragement
10. Sense of humor
11. Assignments
12. Appearance
13. Openness
14. Self-control
15. Consideration
16. Overall evaluation
17. Av.=Mean of averages 1-16

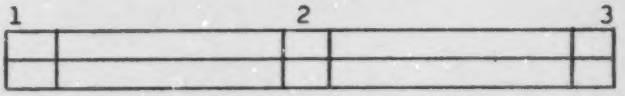
(over)

Form TIP-0869

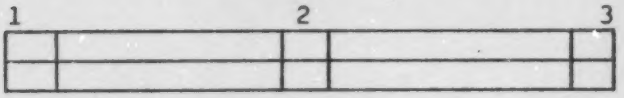
BEST COPY AVAILABLE

ELEMENTARY TEACHERS
STUDENT EVALUATION PROFILE

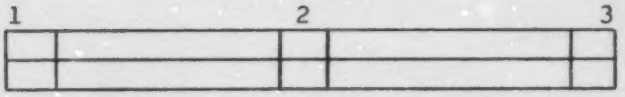
1. Motivation
   22-23-26-27-30



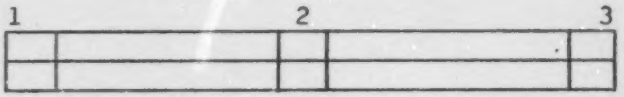
2. Teaching Methods
   1-11-12-13-14-15-20



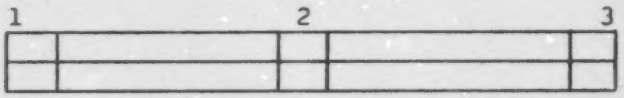
3. Procedural/Organizational Skills
   3-18-19-21-28-29



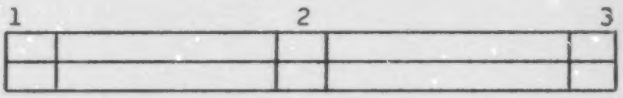
4. Controlling Student Behavior
   2-9-24-25



5. Student-Teacher Communications
   4-5-6-8-16



6. Fairness
   7-10-17



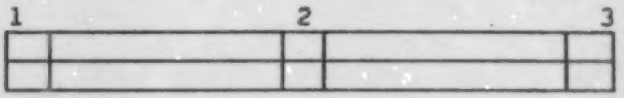
Directions: For each statement if you:
Always Agree color the box under 3
Sometimes Agree color the box under 2
Never agree color the box under 1

Teacher _____

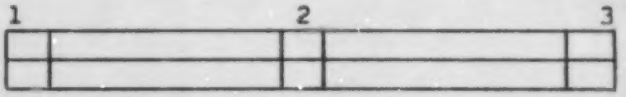
Date _____

		1	2	3
1.	My teacher enjoys teaching.			
2.	My teacher keeps me interested in my school work.			
3.	My teacher knows what to do and how we are going to do it.			
4.	My teacher is friendly.			
5.	My teacher cares about my feelings.			
6.	My teacher is patient and understands me.			
7.	My teacher lets me know if I am behaving right or wrong.			
8.	My teacher is polite and nice.			
9.	My teacher does things that keep children well-behaved.			
10.	My teacher is fair when children misbehave.			
11.	My teacher teaches in ways that help me learn.			
12.	My teacher uses things like charts, movies, filmstrips and records.			
13.	My teacher chooses books, workbooks, worksheets and other things that help me learn.			
14.	My teacher gives clear explanations and directions about my class work.			

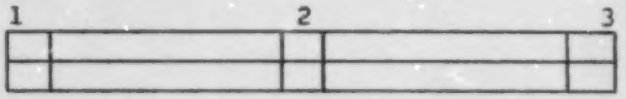
15. My teacher explains things again if I don't understand.



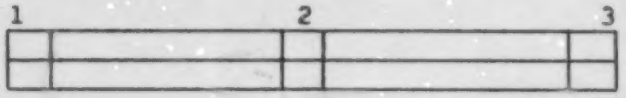
16. My teacher listens to me and uses my ideas.



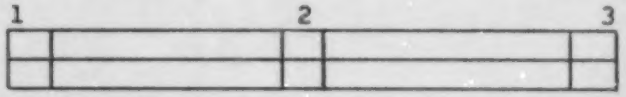
17. My teacher tells me when my answers are right or wrong.



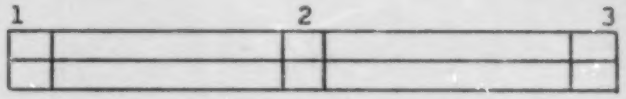
18. My teacher talks and writes so that I can understand.



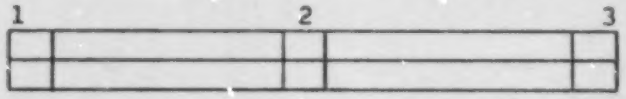
19. My teacher teaches things in an order that makes sense.



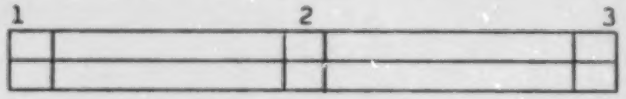
20. My teacher uses more than one way to teach.



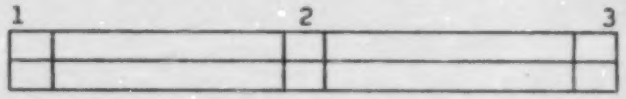
21. My teacher works with large groups, small groups and individual groups.



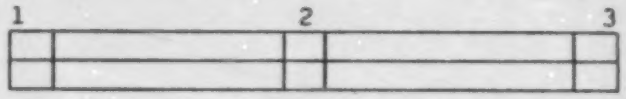
22. My teacher gets me interested in new lessons.



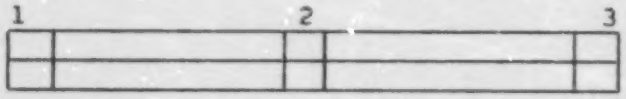
23. My teacher gives me a chance to do things in this class.



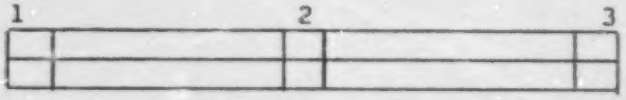
24. I work or pay attention during the whole lesson.



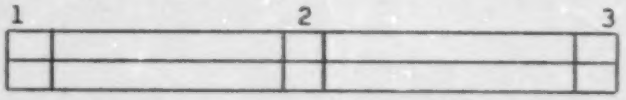
25. My teacher does things to keep me working or paying attention during a lesson.



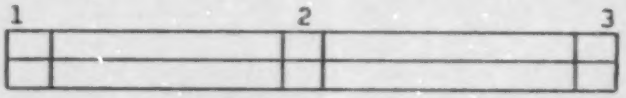
26. My teacher tells me why the things we learn in school are important.



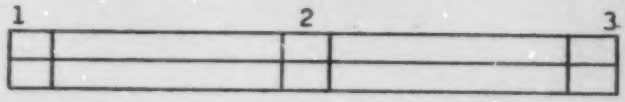
27. My teacher knows a lot about what is taught in school.



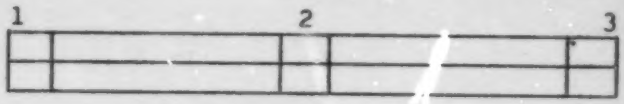
28. My teacher does things like checking the roll and handing out papers quickly.



29. My teacher is ready to begin a new activity as soon as we finish one.



30. My teacher makes my classroom look like a nice place to be.



Date _____

Teacher _____

Color the face that is most like your teacher.

1. My teacher enjoys teaching.

2. My teacher keeps me interested in my school work.

3. My teacher knows what to do and how we are going to do it.

4. My teacher is friendly.

5. My teacher cares about my feelings.

6. My teacher is patient and understands me.

7. My teacher is polite and nice.

8. My teacher does things that keep children well-behaved.

9. My teacher is fair when children misbehave.

10. My teacher teaches in ways that help me learn.

11. My teacher uses things like charts, movies, filmstrips, and records.

12. My teacher chooses books, workbooks, worksheets, and other things that help me learn.

13. My teacher gives clear explanations and directions about my class work.

14. My teacher explains things again if I don't understand.

15. My teacher listens to me and uses my ideas.

16. My teacher tells me when my answers are right or wrong.

17. My teacher talks and writes so that I can understand.

18. My teacher teaches things in an order that makes sense.

19. My teacher uses more than one way to teach.

20. My teacher works with large groups, small groups, and individual children.

21. My teacher gets me interested in new lessons.

15. My teacher listens to me and uses my ideas.

16. My teacher tells me when my answers are right or wrong.

17. My teacher talks and writes so that I can understand.

18. My teacher teaches things in an order that makes sense.

19. My teacher uses more than one way to teach.

20. My teacher works with large groups, small groups, and individual children.

21. My teacher gets me interested in new lessons.

Date Delivered _____

Date Returned _____

VALLEY TEACHER EVALUATION

PEER PERCEPTIONS

Please rate _____ on the following areas of humanizing and professional skills demonstrated this past year. This is part of the overall teacher evaluation system and will be recorded as such. The intent of this instrument is to provide a teacher with information that may enhance his/her role as a teacher in the Valley Schools.

Circle the appropriate response after each statement. 1 = not at all; 2 = occasionally; 3 = sometimes; 4 = most of the time; 5 = all of the time; NA = Not Applicable.

1. The teacher conveys a positive feeling about self. 1 2 3 4 5 NA
2. The teacher considers each student a unique individual with multiple talents and needs. 1 2 3 4 5 NA
3. The teacher expresses satisfaction from the growth of students and has a sincere desire to make a significant contribution to the growth of others. 1 2 3 4 5 NA
4. The teacher conveys the image of a fair, objective and reasonable person. 1 2 3 4 5 NA
5. The teacher conveys an image of an activating person who stimulates others to do their best. 1 2 3 4 5 NA
6. The teacher cooperates and shares materials, equipment, and facilities with other staff members and students when appropriate. 1 2 3 4 5 NA
7. The teacher is considerate of the feelings and concerns of others. 1 2 3 4 5 NA
8. The teacher maintains a positive rapport with staff members. 1 2 3 4 5 NA
9. The teacher shows initiative in striving for job improvement and fulfillment. 1 2 3 4 5 NA
10. The teacher supports and participates in professional organizations and activities which seek to improve the profession. 1 2 3 4 5 NA

To be returned to building Principal within three days.

BEST COPY AVAILABLE

VALLEY PUBLIC SCHOOLS

Dear Parent:

As part of the Valley Public School's Teacher Assessment Program, we are asking you to respond to your son's/daughter's teachers this year. Please respond to the following questions about _____. If you have had no opportunity to form an opinion about a question, answer in the "don't know" column. Please add whatever comments might be appropriate.

1. Are you aware of the teacher's expectations of the class?
   _____ Yes _____ No _____ Don't Know
   Comments:

2. Do you receive adequate information concerning your son's/daughter's progress in the class?
   _____ Yes _____ No _____ Don't Know
   Comments:

3. Do you believe the teacher has a caring, professional concern about your son/daughter?
   _____ Yes _____ No _____ Don't Know
   Comments:

4. Do you believe the teacher promotes a positive atmosphere in the classroom?
   _____ Yes _____ No _____ Don't Know
   Comments:

5. Is the teacher accessible for educational purposes when necessary?
   _____ Yes _____ No _____ Don't Know
   Comments:

BOARD OF EDUCATION/ADMINISTRATION
401 So. Pine — 359-2583
John R. Johnston, Superintendent

JUNIOR—SENIOR HIGH SCHOOL
401 So. Pine — 359-2121
Gil Kettelhut, Principal
Jeb Ginger, Ass't. Principal

ELEMENTARY SCHOOL
301 So. Pine — 359-2151
Robert Shefel, Principal

North Central and State Accredited

Valley, Nebraska 68064

6. Do you feel there is mutual respect between your son/daughter and the teacher?

_____ Yes _____ No _____ Don't Know

Comments:

7. Does the teacher sufficiently challenge your son/daughter to learn and to grow?

_____ Yes _____ No _____ Don't Know

Comments:

8. Does you son/daughter generally like school?

_____ Yes _____ No _____ Don't Know

Comments:

Additional comments:

PERSONAL PROFESSIONAL DEVELOPMENT PLAN

Name _____ Assignment _____ Date _____

1. Identify the strengths that contribute to the success of this teacher.

2. Identify areas that need to be strengthened.

3. Outline your goals and plan. Each objective should be clearly stated and measurable in a given period of time.

4. Comments

Teacher

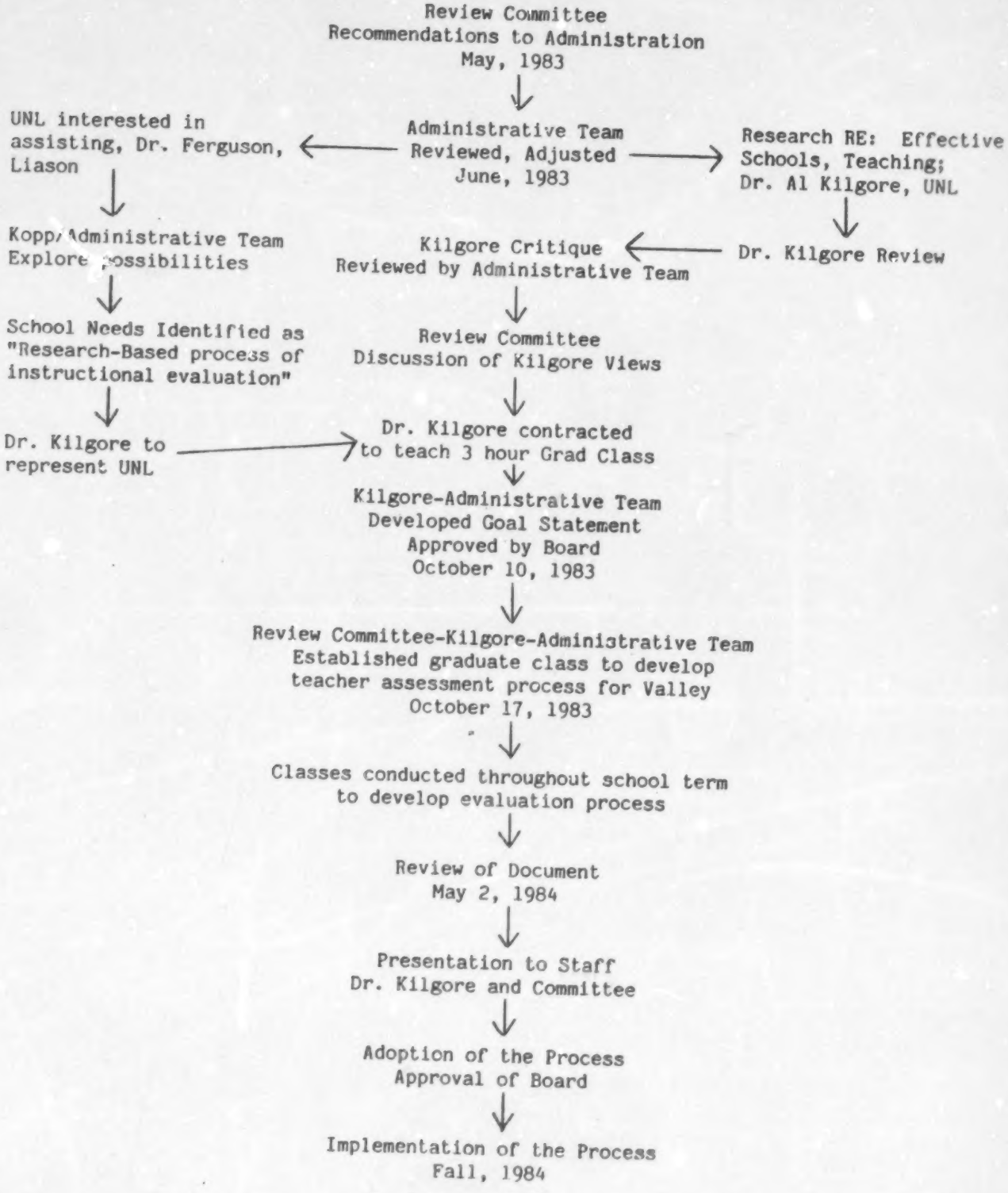
Administrator

We have developed this plan jointly and agree to implement it this year.

_____ TEACHER

_____ ADMINISTRATOR

DEVELOPMENT OF TEACHER EVALUATION PROCESS FOR VALLEY PUBLIC SCHOOLS



VALLEY PUBLIC SCHOOLS
VALLEY, NEBRASKA

GOAL STATEMENT FOR THE APPRAISAL OF TEACHER SERVICE
October 17, 1983

Goals of the teacher evaluation process were developed by members of the administrative team. The goals were discussed with the Board at their regular meeting October 10, 1983, and the members agreed with the goal concepts. It was further agreed that we seek assistance from personnel from UNL to assist in the development and implementation of a teacher evaluation process and that the school district provide appropriate financial support for the effort.

GOALS

1. The law requires school districts to evaluate teachers prior to their obtaining permanent status, tenure. Our goal is to meet this legal requirement, but to also incorporate a system of continued evaluation following tenure. We agree that the primary purpose of teacher evaluation is to improve instruction, using the process to help teachers grow professionally, although the process is also to be used for the purpose of terminating ineffective teachers.

2. Because we concur with Dr. Kilgore's statement that the evaluation process needs to be much more inclusive than those customarily used, our goal is to include research findings in the development of an evaluation process for the Valley Schools.

3. Because we believe that those who are affected by a process should have a voice in its development, it is our goal to involve teachers, administrators, and possibly students, parents, and board members in developing the teacher evaluation process.

4. It is our goal to develop the process consistent with existing Board policy.

5. It is our goal to develop the process, for Board consideration, during the 1983-1984 school term and to have a plan fully implemented for use during the ensuing year.

VALLEY PUBLIC SCHOOLS
VALLEY, NEBRASKA

PROFESSIONAL GROWTH STATEMENT

Personnel goals and objectives of the Valley Public Schools as identified in Section G PERSONNEL of the Board of Education Policy Manual states:

It is the goal of the Valley Schools to:

1. Make available to the district professional and non-certificated personnel of the highest caliber possible.

2. Assign personnel in such a manner as to assure the maximum effectiveness of each, in terms of the welfare of all concerned.

3. Regulate duties in such a manner that each employee may contribute most effectively to the total instructional program.

4. Provide experiences aimed at helping each employee grow professionally.

5. Recognize, encourage, and reward each employee appropriately for expertise and contributions made to the total school effort.

The policies further state in section GAD, Professional Development Opportunities, "Staff members are expected to continue to improve their competencies during their tenure with the Valley Schools. The administration is responsible for implementing professional growth procedures developed by the staff and administration and approved by the Board."

It has been agreed that the primary purpose of the teacher evaluation process is to improve instruction. Our evaluation process is one of identifying areas that the principals and individual teachers agree should be strengthened. The following plan has been developed to provide funds for personal professional growth/development, the strengthening of those identified areas.

Funds for personal professional growth might come from three different sources. For several years professional growth has been funded through the district budget. The past two years that fund has been supplemented through the use of Chapter 2 Federal Funds. It is anticipated that in the future the state may also provide stipends for staff development.

PERSONAL PROFESSIONAL DEVELOPMENT PLAN

A. Purpose: To encourage involvement of teachers in programs designed to stimulate personal growth and development.

B. Objective: To provide experience(s) specifically designed to develop teacher skills/understandings to fulfill a need as identified in the teacher's individual growth plan.

C. Procedures:

1. Proposals may relate to any phase of professional growth which would increase the teacher's skill/ability/understanding in such a way as to improve learning opportunities for students. Details regarding time and dates, and costs are to be clearly outlined.

2. Objectives are to be set forth in clear and measurable terms.

3. An evaluation plan for measuring the attainment of the objectives is to be included with the application.

4. Proposals must be endorsed by the teacher's immediate supervisor.

5. All proposals should be submitted no later than November 1.

A P P L I C A T I O N

Please respond to the following questions as accurately and completely as possible. Attach whatever sheets are required.

1. Describe your proposed activity. Include site and date(s) of activity.

2. Itemize costs of your participation in the activity.

3. In order to determine how you and your students will benefit from this experience, please list your objectives for participation in this activity.

4. Describe for each objective how you will measure the extent to which each is reached.

****

Date Submitted _____ Signature of Applicant _____

I (do, do not) approve of the above plan: _____ _____
Principal Date

****

Action of the Administrative Team

The administrative team (does, does not) approve of the above plan.

Signatures of administrative team: Date _____

_____ _____

_____ _____

REFERENCES

Borich, G. & Madden, S. Evaluating Classroom Instruction: A Sourcebook of Instruments. Reading, PA. Addison-Wesely Publishing Co., 1977.

Brophy, J. & Evertson, C. Student Characteristics and Teaching.New York, Longman, 1981.

Darling-Hammond, L., Wise, A., & Pease, S. "Teacher Evaluation in the Organizational Context: A Review of the Literature." Review of Educational Research. AERA, Fall, 1983. Vol. 53, No. 3.

Doyle, K. Evaluating Teaching. Lexington, Mass. Lexington Books, 1983.

Egbert, R. & Kluender, M. "Time As An Element In School Success." Using Research to Improve Teacher Education. Egbert & Kluender, Eds. Washington D.C. ERIC Clearninghouse on Teacher Education, 1984.

Gage, N.L. The Scientific Basis of the Art of Teaching. New York: Teachers College Press, 1978.

Kilgore, A. "Strategies of Teaching." The Successful Teacher. Kelly, Ed. Ames, Iowa, The Iowa State University Press, 1982.

Kilgore, A. "Classroom Management Concepts and Practices." The Successful Elementary Teacher. Kelly & Kelly, Eds. Lanham, MD. University Press of America, Inc., 1985.

Lieberman, A. & Miller, L. Teachers, Their World and Their Work. Alexandria, VA. ASCD, 1984.

McGreal, T. Successful Teacher Evaluation. Alexandria, VA. ASCD, 1983.

Sergiovanni, T. Ed. Supervision of Teaching: The 1982 ASCD Yearbook. Alexandria, VA. ASCD, 1982.

Soar, R. Medley, D. and Coker, H. "Teacher Evaluation: A Critique of Currently Used Methods." Phi Delta Kappan. December, 1983. pp239-246.

Squires, D., Huitt, W. & Segars, J. Effective Schools and Classrooms: A Research-Based Perspective. Alexandria, VA. ASCD, 1983.

Stodolsky, S. "Teacher Evaluation: The Limits Of Looking." Educational Researcher. AERA, November, 1984.

Sweeney, J. "Research Synthesis on Effective School Leadership." Educational Leadership. ASCD, February, 1982.

Walter, L.J. "A Synthesis of Research Findings on Teacher Planning and Decision Making." Using Research to Improve Teacher Education. Egbert and Kluender, Eds. Washington D.C. ERIC Clearinghouse on Teacher Education, 1984